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ABSTRACT

The learning modules described are for the use of secondary and postsecondary vocational teachers in all occupational areas. The modules are designed to develop specific competencies. The scope and sequencing of topics is outlined, and the activities and resources involved in the use of the modules are described. A critique of the program and ordering information for resource materials are included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

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Title: INSTRUCTIONAL PLANNING (Performance Based Teacher Education - PBTE Series: Category B)

Publication Date(s): 1977

Intended Users: Inservice and preservice vocational teachers in all occupational areas interested in developing specific competencies

Grade Level(s): Secondary and post-secondary level

Number: Groups or individuals (working with a resource person)

Primary Focus: These six modules on instructional planning are part of a series of 100 PBTE learning packets which focus on competencies of vocational teachers. Each module is designed to teach a specific skill and therefore involve the user in learning activities which integrate theory and application.

School subject(s) and/or inservice topic(s) covered:

The modules address teachers in all occupational areas. However, the concepts taught also apply to teachers in all subject areas. Inservice topics include student needs assessment, selection of instructional materials, and instructional planning.

What participant does in using the materials:

Each of the six modules in this series is similarly programmed. Working with a "terminal objective" in mind, the participant completes from two to five "enabling objectives." S/he also does required and optional "learning experiences." Finally, in an actual school situation, the participant will demonstrate competency and will be assessed by a resource person.

Resources: This series includes six soft-cover module booklets. Modules may be studied individually or in a group training situation, but in either case resource persons (teacher educators, instructors, etc., who are skilled in the competency being studied) are needed. An actual school setting is needed for completion of the final learning experiences. Supporting materials are also available from the distributor. They include an Implementation Guide, a Resource Person Guide, Student Guide, and a text on the state of the art. These materials, while not required for use of the program, will provide information about using the modules in a training program.

Describer critique:

These programmed texts provide both an interesting and effective structure in which teachers can acquire and demonstrate skill in several identified competencies. They are applicable for teachers in subjects outside the vocational/occupational areas.

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CE17 (CE) teaching strategies - (II) performance objectives - (II) materials - (TS) lesson plans - (ASG) assessing student growth - (TS) competency based education TD

1.0 PURPOSES:

Rationale, Goals, Objectives

Each of the six modular units has its own rationale, its own terminal objective and enabling objectives:

Module 1 - Determine Needs and Interests of Students (64 pp.) "The module is designed to familiarize you with the variety of techniques you can use to determine your students' needs and interests." Terminal objectives: "In an actual school situation, determine the needs and interests of students." (3 Enabling Objectives)

Module 2 - Develop Student Performance Objectives (56 pp.) "This module is designed to give you skill in writing performance objectives . . . which spell out . . . exactly what is expected of students . . . . " Terminal objective: "While working in an actual school situation, develop student performance objectives." (5 Enabling Objectives)

Module 3 - Develop a Unit of Instruction (56 pp.) "This module describes the various kinds of instructional units and explains how they can be used to improve instruction in the vocational program." Enabling Objective: "While working in an actual school situation, develop a unit of instruction." (4 Enabling Objectives)

Module 4 - Develop a Lesson Plan (32 pp.) "This module is designed to help you to gain the skills necessary to write a lesson plan." Terminal Objective: "While working in an actual setting, develop a lesson plan." (3 Enabling Objectives)

Module 5 - Select Student Instructional Materials (32 pp.) "This module is designed to help you locate and obtain the kinds of student instructional materials which can, and probably will, add that extra thrust needed to push your lesson closer to that ideal goal." Terminal Objective: "While working in an actual school setting, select instructional materials." (2 Enabling Objectives)

Module 6 - Prepare Teacher-Made Instructional Materials (40 pp.) "This module is designed to help you acquire skill in developing and reproducing (student instructional materials)." Terminal Objective: "While working in an actual school situation, prepare teacher-made instructional materials." (4 Enabling Objectives)

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The six modules in the packet have a similar format. Each includes:

- Objectives
  Terminal Objective
  Enabling Objectives
- Resources (a list of the outside resources supplementing those in the text)
- Learning Experiences (both required and optional activities are listed and programmed in the text. The final activity in all modules requires an actual school situation in which participants may demonstrate the strategy or skill learned in the module; and, a resource person who will assess the participant's competency.)

(See 1.0 for titles and lengths of books.)

Sequence

Each of the modules is intended to be studied in the sequence described above.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The terminal objectives of all modules require the participant to demonstrate skill in the desired competency in an actual school situation, with a resource person assessing his/her competency. To this end, enabling objectives must be acquired and learning experiences must be completed. Participants may interact with each other or work on the modules individually. In either case, the resource person guides participants through the six programs.

3.2 Help given in use of product:

In addition to the directions given in the modules, the developers state that "information about the use of the modules in teacher education programs is contained in three related documents: Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials, and Guide to Implementation of Performance-Based Teacher Education."

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each learning experience (that numbers approximately five to a module) has a self-check, where participants evaluate their understanding of the material by comparing their own answers to the ones provided in the Model Answers section of the module. Also, participants will be evaluated on their final learning experience by a resource person who rates performances on a teacher performance assessment form.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

No time structure is established by the developers. The program is flexible in the respect that participants may choose additional optional activities. A resource person (who may be an instructor, administrator, other teacher, etc.) is needed. The supplementary materials listed in the modules are not required. The final activity on each module requires demonstration of a competency in an actual school setting. Those who do not have access to a school when they are taking the program can complete the modules only up to the final activities; they may do the final activity later.

5.2 Distributor name/address:

American Association for Vocational Instructional Materials (AAVIM)
120 Engineering Center
Athens, Georgia 30602

(404) 542-2586

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INSTRUCTIONAL PLANNING PBTE Series: Category B	$13.68 total*	no	Number required depends on program established by users	yes
Module B-1	$3.40			
Module B-2	$3.00			
Module B-3	$3.00			
Module B-4	$1.80			
Module B-5	$1.80			
Module B-6	$2.20			
Supplementary Materials:				
1. Guide to the Implementation of Performance-Based Teacher Education	$4.40	no		yes
2. Resource Person Guide to Using PBTE Materials	$5.00	no		yes
3. Student Guide to Using PBTE Materials	$1.20			
4. PBTE: The State of the Art, General Education and Vocational Education	$3.40	no		yes

(Additional supporting materials are also available; contact the distributor.)
*Price represents a 10% discount for purchase of all modules in a category.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The 100 learning packets in the PBTE series were developed by the Center for Vocational Education of the Ohio State University. Key project staff included: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fordig, Specialist; Lois G. Harrington, Program Assistant; Karen M. Quinn, Program Assistant.

6.2 How developed and when:

According to the developers, "The PBTE curriculum packages are products of a sustained research and development effort by the Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these . . . training materials." The materials were developed over a five year period, and were continuously revised as a result of field-testing until their publication in 1977-78.

6.3 Evidence of effectiveness with users:

The developers note that "over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to the Center for revision and refinement."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The modules are performance-based. The self-checks which are required after each learning experience, and particularly the final activity for each module, ensure that participants will acquire a demonstrable understanding of the material. Although the PBTE series is designed for teachers in occupational areas, the competencies hignlighted in this particular category (Category B) are applicable to teachers in all subject areas. The technical quality of the module booklets is very good; graphs, illustrations and flow charts help make them easy and enjoyable to use.

Content accuracy/social fairness/community acceptance issues:

The extensive research and field-testing that went into these modules attest to the accuracy and relevance of their content. No social/ethnic transgressions are apparent.

Overall summary/comment:

The modules are obviously the result of considerable care, research and planning. They are a systematic, performance based approach to teaching competencies which have been identified as being important to successful vocational teaching. While some categories in the series of 100 are specialized and are likely to appeal only to the vocational teacher, this category (and some others in the series) are significant for teachers in all areas.

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